Graduation Project

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Second

Annotated Bibliography

1. Burris, Carol Corbett. "Detracking for Purpose." *Principal Leadership* (Jan.  2010): 30-34. Web. 29 Sept. 2010. <http://www.schoolstowatch.org/Portals/ 2/STWDocs/Detracking%20for%20Success.pd>.

Carol Corbett Burris is the principal of South Side High School in Rockville Centre, NY. She is a coauthor of *Detracking for Excellence and Equity* (2009, Association for Supervision and Curriculum Development) and her dissertation on detracking earned her the 2003 NASSP Middle Level Dissertation Award. The purpose of this article is to shed light as to the negatives of tracking and how it negatively affects kids and hinders their potential. The article will add insight into some of the causes of the achievement gap particularly in the African American community. The author is clearly against tracking in schools. The author talks about how placing kids in academic classes sets them up for less success. The author believes that if kids were placed in higher level classes they would rise to the occasion. The author describes how the vast majority of African Americans students in our country are in academic or lower tracking levels and they are obviously capable of doing much better.

I like this article a lot because it is clear and easy to read. It makes perfect sense and the author uses a lot of outside sources, such as statists, to support her case. In addition, it is evident that the author put a lot of research into this subject before writing because although, this article is biased it is not solely based on opinion. The topic of tracking has indeed been adequately addressed.

This source is very helpful for my research as well as for just giving me knowledge on issues that I’m interested in. I also thought that tracking was the best thing ever, however, this article has made me question if tracking is really so great or if it is always appropriate. I completely agree that most people are capable of so much more and never reach their fullest potential because they are not given the opportunity or the support, and if tracking was taken away it would help close the achievement gap. This article helps be better understand the other side of the argument about racking that I was previously ignorant to.

1. Clemmitt, Marcia. "Fixing Urban Schools." *CQ Researcher Online*. CQ Researcher, 5   
        Aug. 2010. Web. 29 Sept. 2010. < http://library.cqpress.com/cqresearcher/   
        cqresrre2007042700 >.

**“Marcia Clemmitt** is a veteran social-policy reporter who recently joined the CQ Researcher after serving as editor in chief of Medicine and Health, a Washington-based industry newsletter, and staff writer for The Scientist. She has also been a high school math and physics teacher. She holds a bachelor's degree in arts and sciences from St. John’s College, Annapolis, and a master’s degree in English from Georgetown University”. The purpose of this work is to talk about the achievement gap from when different areas using many different mediums. This sore is a collection of a lot research and tools. The author is definitely an expert in the field; she is very well read.

1. Herrenstein, Richard J., and Charles Murray. *The Bell Curve*. New York: Simon &   
        Schuster, 1996. Print.

For starters the fact that Herrenstien worked as a professor at Harvard automatically makes him qualified to write. However, it must be noted that he was not a scientist just someone who felt very guilt about racial inequalities and class oppression.

The book is a little outdated and so I am choosing to not use the information. This is the source that got me on track however, to what I want to research. From this source I set the foundation for the rest of my research. I was told that I did not have to remove it from my source list because it is important in showing my process.

1. Hines, Mark T, Ph.D., and William Allan Kritsonis, Ph.D. *The Interactive Effects*   
        *of Race and Teacher Self Efficacy on the Achievement Gap in School*. Spec.   
        issue of *National Forum of Multicultural Issues Journal* 7.1: n. pag. PDF   
        file.

This source is an article written partially by Mack T. Hinnes an Assistant Professor of Educational Administration at Sam Houston State University of Huntsville, TX. Mack also has a PhD. The other author, William Allan Krisonis, is a professor with a PhD, obviously making him more than qualified. However, he also has several awards and acknowledgments for being such a superb person. This article is also printed in a very highly regarded journal.

This article investigates the effects of race and teacher self efficacy on the achievement gap in math scores for one middle school. The authors are arguing nothing. They are just stating facts on a situation/ issue. The article covers the issues of the achievement gap and one aspect of it. The teachers and the roles they play.

The article is a little challenging to read however, it isn’t too bad. It is logical and clearly well researched. Its scope is narrow however, that is a good thing. I also think that the authors are not biased and that they simply share facts on what happened.

This source is very helpful as kind of a branch I could go off in for my research product. This article taught me that the blame cannot fall totally on the students, their home life or the schools and that some of the fault is on the teachers themselves.

1. Kozol, Johathan. *Ordinary Resurrections Children in the Years of Hope*. New York:   
        HarperCollins, 2001. Print.

The author himself is a primary source having studied and participated first hand with the people and events he describes in the book. This is not a book written on hear say, or through the slandered opinions of many, but a book written based on what he really saw, learned and observed.

In this book the author describes his different experiences in inner city New York. He writes with an obvious bias in favor of the kids. He adores them. He writes about their different stories and backgrounds. The author is obviously arguing for closing the achievement gap and eliminating false notions about inner city minority children. At the same time he also makes connections to outside research and knowledge such as psychologist Erik Erickson.

He covers every aspect of these children’s lives analyzing who they are, where they are from and who society tells them they should be and his goal is to make these results a more positive thing. I think that this would be very helpful for one of my research products maybe I could create a tool to clear up some false stereotypes and to also include all children are the same no matter where they are from which Kozol eludes to in this book.

This work is very clear and well researched. It is easy for the average person to comprehend and also is very scholarly in the way it is written. Kozol has written many books and has a lot of experience in this area. He very adequately addresses the topic at hand in a very effective way. Something like this might we very hard to understand and I love that he makes it so clear. Kozol definitely does not take an objective stance. It is pretty overt that he understands the disadvantage the kids he works with has and he wants like for them to be better.

This source is helpful because I will be able to get example from it on how people come from different backgrounds. This source will also help me clarify my point of view which is the same as Kozol’s and better justify the reasons why the achievement gap should be closed.

1. "No Child Left Behind." Issues & Controversies On File: n. pag. Issues & Controversies. Facts On File News Services, 7 Dec. 2007. Web. 6 Oct. 2010. <http://www.2facts.com/article/i1200660>.

This source is very scholarly. It was found on an educational database and is in connection with the U.S. Department of Education, National Education Association and center on Education Policy which are all very highly regarded organizations. This article was put together by an unknown author who used a lot of very credible sources such as the NY Times, Washington Post, LA Times, USA Today, and many more. The fact that this source comes from the Facts On File Database, alone, makes it a very good research tool. This is an informative piece that educates the reader about the No Child Left Behind Act. It includes helpful charts and graphs; one specifically comparing African American and Hispanic test scores to those of white kids which will be very helpful to my project.

The author of this piece does a very good job showing both sides of the issue. The article goes back and forth showing the advantages and disadvantages to the No Child Left Behind Act. The author shows no biased in that their sole purpose is to provide facts and allow the audience to decide for themselves what they think.

The article specifically mentions how African Americans and Hispanics score on average 30% lower on standardized test then white students. The article also mention how the No Child Left Behind Act has the intensions of closing the achievement gap and has slightly, but also suggest that maybe it isn’t the most effective way to do so. Other useful information provided by this article shows that schools that made efforts to help the minority students do proficient on standardize test were rewarded while those who failed to do so where severely punished which has both positives and negatives.

The article is very logical and easy to read. It is a mature piece of reading but not to complex that someone of basic intelligence couldn’t understand. Moreover, as I stated early it is very well researched. At the end of the article there is a bibliography of all the sources the author used and it is quite impressive. I also would have to say that the topic was very adequately addressed. The author takes an objective stand which makes for much more accurate information; and also allows the reader to better trust the author.

This source is very helpful to me because as part of one of my research products I would like to address different ways to close the gap or different things that have been tried and analyze why they did or did not work. Therefore, this article will help me in doing so because it is one way of closing the achievement gap.

1. Paige, Rod, and Elaine Witty. *The Black-White Achievement Gap: Why Closing It Is the Greatest Civil Rights Issue of Our Time*. New York: Amacom, 2009. Print.

Rod Paige was the U.S. Secretary of Education from 2001 to 2005. He was Dean of the College of Education at Texas Southern University for ten years. Elaine Witty served eight years as Dean of Education and nine years as Head of the Elementary Education Department at Norfolk state University. Overall both authors are more then qualified to write this book and have used many credible courses to help them do so. These source scan be found at the back of the book. This book is an overview and partially persuasive. The authors are writing this book not as experts but as two people who feel strongly about the achievement gap in the country.

The authors believe that the achievement gap is another form of racism or racial inequality in our society. The authors are obviously against the achievement gap however, trying to more address the problem then complain about. They have broken their book into chapters covering several different topics. This book is very helpful because it will give me lots of cohesive information to use with my research product.

The book is very logical and clear. Any average person could read it and comprehend its meaning. The topic has been more than adequately addressed providing information from various angels. It is also very well researched as seen through the extensive sources in the back of the book. No, the authors do not take an objective stance. Their opposition to the achievement gap is more than overt.

I think this book is great and will help me a lot in which ever form of a reaserch product I choose.

1. Schoor, Jonathan. "Bridging the K-12 Achievement Gap." Standford School of   
        Business. 30 Apr. 2009. *youtuube.com*. Web. 25 Oct. 2010.   
        <http://www.youtube.com/user/stanfordbusiness#p/search/0/LRnKLNDa\_OY>.

“Jonathan Schorr is a partner in the San Francisco office of the NewSchools Venture Fund. Jonathan leads NewSchools’ field-building efforts, including the annual Summit and the Community of Practice, and oversees NewSchools’ policy advocacy, publications and public relations, as well as data analysis.” (http://newschools.org/about/people/team/jonathan-schorr). This source is a video of Jonathan Schoor speaking at the Standford School of Business. The fact that he was asked to speak at such a presidjous place proves that he is credible. The speaker is clearly in favor of closing the achievement gap. He talks about the problem between the two dies of the argument calling one soft and the other hard. The speaker is arguing for people to take responsibility for the problems with inner-city public education.

The author mentions other important people working currently in the field of closing the achievement gap. He also mentions many times “No Child Left Behind” and secondary sources useful in doing further research on this topic. He also does a good job of explaining some strategies that were taken to close the gap that failed such as closing bad schools in inner- city areas. He also mentions a lot of reasons why there is an achievement gap such as home situations, students having other priorities and so on.

For the most part this source is logical. A lot of the information in the beginning of the video is metaphoric and broad and he even goes into a few tangents, I guess too entertain his audience, however, towards the end he gets focused and provides some really great points. His information is also obviously very well researched. H really knows what he is talking about mentioning books and events such as the Democratic Convention at which Obama had been nominated. He goes into great detail of this event, making the listener feel as if they were there.

The topic has been adequately addressed. Although, I wish the speech was a little more focused and informative in the beginning the clarity of its conclusion makes up for it. The speaker is also biased in his beliefs. He tells the audience what to believe and to think. His stance is clearly pro finding a balance in the difficult and complex task of closing the achievement gap.